

## Who Does It?

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| <b>Grade Level</b>           | Twelfth   |
| <b>Minimum Time Required</b> | 90 Minutes                                      |
| <b>Materials/Resources</b>   | Who Does It? (Handouts and Transparency Master) |
| <b>Subject Area(s)</b>       | Guidance  |

### Project Description:

1. Give the students some background into the formation of gender identity and modeling of behavior. Discuss with them that by three years of age, children know that they are a girl or a boy and what people expect of them in terms of behavior. Young children learn by Imitating parents, older children and other adults. Often a child will identify with the same-sex parent.
2. Distribute three copies of the Who Does It? handout. Explain that this homework assignment requires surveying at least three others to gather some information on this topic of who does family living tasks. Give the students adequate time to complete the assignment.
3. Divide the students into teams to calculate and analyze the data. (In dividing students into teams, create two groups of females, two groups of males and two mixed groups. Observe any difference in the behavior of the groups.) Tell them that their purpose now is to combine results and prepare a group presentation. By combining results, they should count the number of females and males in each category .If a transparency is available of the survey, they can place the combined numbers on the transparency. Results can be clustered into categories such as meals, house cleaning, care of automobile, decision making, and childcare.
4. In the group presentation, tell them to present the results and to highlight any areas, which are done mostly by females, mostly by males or mostly by both. Ask them to draw some conclusions about the following: (1) how the division of family living tasks may have changed in the last five years; (2) why changes in who does these tasks may have occurred; and (3) what are the effects of these changes for both men and women?

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| <b>Career Development Standard</b>  | Understanding the continuous changes in male/female roles.  |
| <b>Career Development Indicator</b> | Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.<br>Identify evidence of gender stereotyping and bias in educational programs and occupational settings.   |
| <b>Delivery Level</b>               | Introductory  |
| <b>Academic Standards</b>           |   |
| <b>Language Arts</b>                | 1.4.a access and use multiple information sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, library.<br>1.4.c compile and synthesize information to make reasonable and informed decisions.<br>2.4.a write to clarify thinking and what is known about various topics. |

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|                                   | 2.4.b write to analyze, synthesize, interpret, and use new information.                |
| <b>Social Studies</b>             | 1.3.b analyze the values and beliefs systems found within various groups and cultures. |
| <b>Employability/SCANS Skills</b> | Interpersonal Skills<br>Information<br>Basic Skills                                    |
| <b>Assessment/Rubric</b>          | Students will be evaluated based on their written and oral reports.                    |

**Submitted by:** New Jersey Statewide Non-Traditional Career Assisting Center

## WHO DOES IT?

Directions: This worksheet contains tasks, which must be completed in daily living. Read each task and place an "X" in the column which best describes "Who Does It" and how often.

|    | <b>TASK</b>                   | <b>MALE<br/>Most of the<br/>time</b> | <b>MALE<br/>Some of the<br/>time</b> | <b>FEMALE<br/>Most of the<br/>time</b> | <b>FEMALE<br/>Some of the<br/>time</b> | <b>BOTH<br/>Equal most of the<br/>time</b> |
|----|-------------------------------|--------------------------------------|--------------------------------------|--|--|--|
| 1  | Preparing meals               |                                      |                                      |  |  |  |
| 2  | Cooking on the grill          |                                      |                                      |  |  |  |
| 3  | Grocery shopping              |                                      |                                      |  |  |  |
| 4  | Washing dishes                |                                      |                                      |  |  |  |
| 5  | Scrubbing floors              |                                      |                                      |  |  |  |
| 6  | Cleaning oillets              |                                      |                                      |  |  |  |
| 7  | Dusting and<br>vacuuming      |                                      |                                      |  |  |  |
| 8  | Sewing & mending              |                                      |                                      |  |  |  |
| 9  | Washing clothes               |                                      |                                      |  |  |  |
| 10 | Mowing the lawn               |                                      |                                      |  |  |  |
| 11 | Shoveling snow                |                                      |                                      |  |  |  |
| 12 | Washing the car               |                                      |                                      |  |  |  |
| 13 | Repairing the car             |                                      |                                      |  |  |  |
| 14 | Changing the oil              |                                      |                                      |  |  |  |
| 15 | Changing a flat tire          |                                      |                                      |  |  |  |
| 16 | Feeding the baby              |                                      |                                      |  |  |  |
| 17 | Bathing the baby              |                                      |                                      |  |  |  |
| 18 | Diapering                     |                                      |                                      |  |  |  |
| 19 | Reading stories               |                                      |                                      |  |  |  |
| 20 | Repairing toys                |                                      |                                      |  |  |  |
| 21 | Babysitting                   |                                      |                                      |  |  |  |
| 22 | Providing discipline          |                                      |                                      |  |  |  |
| 23 | Coaching little<br>league     |                                      |                                      |  |  |  |
| 24 | Making important<br>decisions |                                      |                                      |  |  |  |